

**FRANKLIN ELEMENTARY SCHOOL**

(37-1570-060)

Grades Offered: PK-08

2017-2018

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

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## School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	SUSSEX
District	FRANKLIN BORO
Principal Name	MR. GIACCHI
Address	50 WASHINGTON AVENUE FRANKLIN, NJ 07416
Phone Number	(973)827-9775
Email Address	<a href="mailto:JRGIACCHI@FBOE.ORG">JRGIACCHI@FBOE.ORG</a>
Website	<a href="http://www.fboe.org">http://www.fboe.org</a>
Facebook	<a href="https://www.facebook.com/Franklin-Borough-School-1269343416480309/">https://www.facebook.com/Franklin-Borough-School-1269343416480309/</a>



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## Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	20	15	16
KG	51	47	57
1	53	45	47
2	55	50	44
3	39	54	54
4	48	37	56
5	49	46	38
6	51	52	44
7	42	50	55
8	49	41	50
Total	457	437	461

## Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	49.0%	49.2%	49.0%
Male	51.0%	50.8%	51.0%
Economically Disadvantaged Students	31.5%	33.9%	39.9%
Students with Disabilities	24.5%	22.4%	24.7%
English Learners	1.1%	0.0%	0.0%
Homeless Students		0.0%	4.3%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.2%	0.2%

## Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	74.4%	78.3%	75.5%
Hispanic	14.7%	14.0%	16.1%
Black or African American	5.3%	5.3%	4.6%
Asian	2.2%	2.1%	1.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	3.5%	0.2%	2.2%

## Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	5	15	11
PK - Full Day	15	0	5
KG - Half Day	0	0	0
KG - Full Day	51	47	57

## Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.0%
Spanish	2.2%
Other Languages	0.9%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52.5	52.5	50	Met Standard	62	62	50	Exceeds Standard
White	51	51	50	Met Standard	62	62	51	Exceeds Standard
Hispanic	52	52	49	Met Standard	68.5	68.5	48	Exceeds Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	51.5	51.5	48	Met Standard	48.5	48.5	47	Met Standard
Students with Disabilities	43	43	41	Met Standard	44	44	43	Met Standard
English Learners	N	N	54	**	N	N	51	**



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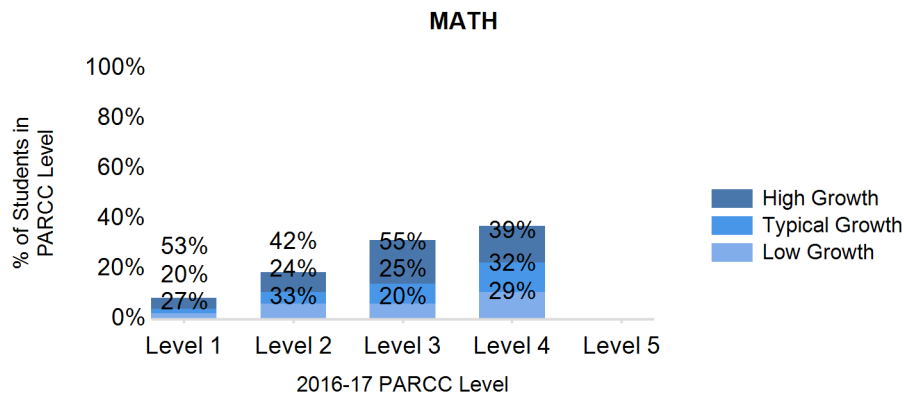
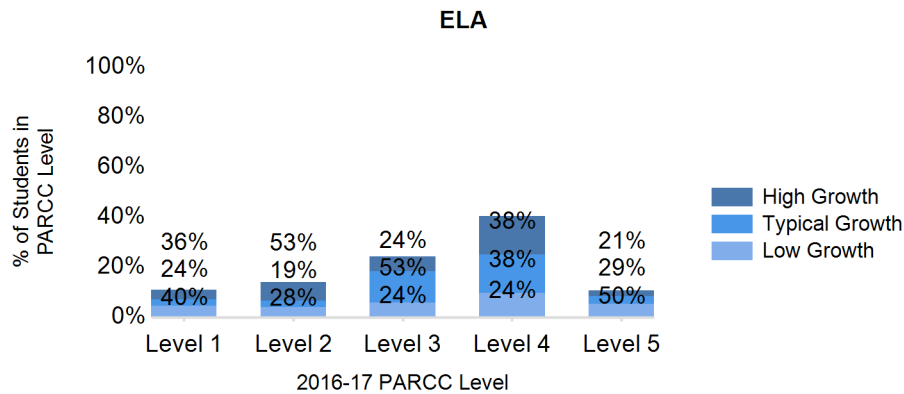
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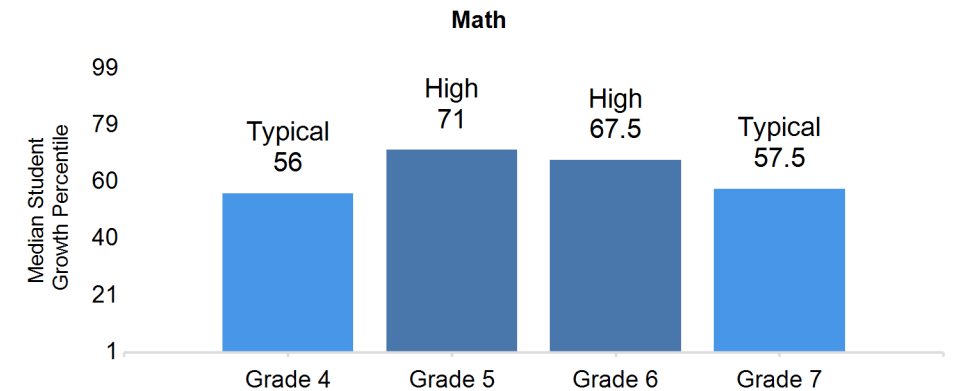
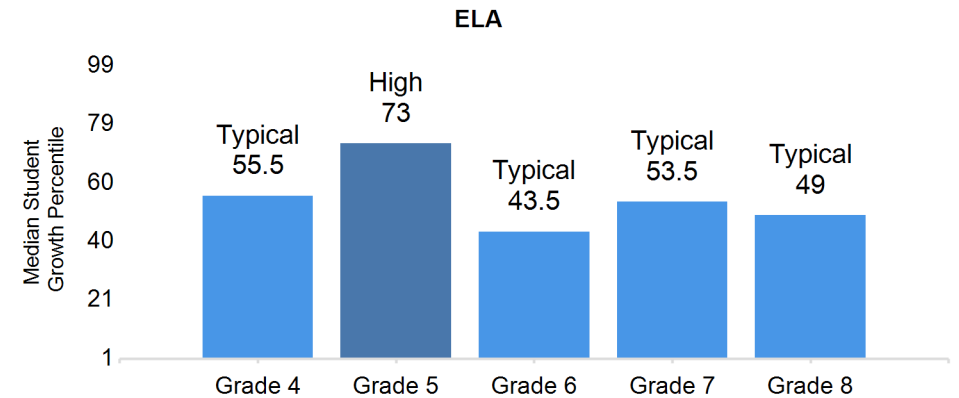
**Student Growth by Performance Level**

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.





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### English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	280	97.0	56.8	56.8	56.7	56.8	52.5	Met Target
White	210	97.7	55.2	55.2	65.6	55.2	51.9	Met Target
Hispanic	44	98.0	52.3	52.3	42.5	52.3	47.5	Met Target
Black or African American	12	88.9	58.3	58.3	37.3	52.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	138	96.0	63.1	63.1	64.5	63.1		
Male	142	98.0	50.7	50.7	49.4	50.7		
Economically Disadvantaged Students	93	98.1	38.7	38.7	38.5	38.7	39.4	Met Target†
Non-Economically Disadvantaged Students	187	96.4	65.8	65.8	67.5	65.8		
Students with Disabilities	74	96.3	12.2	12.2	21.6	12.2	13.4	Met Target†
Students without Disabilities	206	97.2	72.8	72.8	63.9	72.8		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	280	97.0	56.8	56.8	59.4	56.8		
Homeless Students	12	94.1	41.7	41.7	27.7	58.3		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	51	742	742	750	22%	*	20%	*	*	45%	52%
White	37	750	750	759	*	*	*	*	*	54%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	24	756	756	756	*	*	*	*	*	58%	57%
Male	27	730	730	744	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	17	706	706	733	*	*	*	*	*	12%	34%
Non-Economically Disadvantaged Students	34	760	760	762	*	*	*	*	*	62%	64%
Students with Disabilities	13	691	691	719	*	*	*	*	*	*	24%
Students without Disabilities	38	760	760	756	*	*	*	*	*	*	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	51	742	742	753	22%	*	20%	*	*	45%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	55	756	756	756	*	*	*	44%	20%	64%	58%
White	35	751	751	764	*	*	*	*	*	54%	68%
Hispanic	12	761	761	744	*	*	*	*	*	75%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	30	759	759	762	*	*	*	*	*	63%	63%
Male	25	753	753	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	20	735	735	740	*	*	*	50%	0%	50%	40%
Non-Economically Disadvantaged Students	35	768	768	767	*	*	*	40%	31%	71%	70%
Students with Disabilities	17	725	725	726	*	*	*	*	*	24%	25%
Students without Disabilities	38	770	770	762	*	*	*	*	*	82%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	55	756	756	759	*	*	*	44%	20%	64%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	747	747	755	*	*	*	*	*	56%	58%
White	31	749	749	763	*	*	*	*	*	58%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	14	754	754	762	*	*	*	*	*	57%	66%
Male	22	743	743	749	*	*	*	*	*	55%	51%
Economically Disadvantaged Students	15	726	726	739	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	21	762	762	766	*	*	*	*	*	76%	71%
Students with Disabilities	10	709	709	724	*	*	*	*	*	20%	22%
Students without Disabilities	26	762	762	762	*	*	*	*	*	69%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	36	747	747	757	*	*	*	*	*	56%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	753	753	754	0%	*	28%	*	*	58%	56%
White	32	756	756	761	0%	*	*	*	*	63%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	28	755	755	761	0%	*	*	*	*	68%	64%
Male	15	749	749	748	0%	*	*	*	*	40%	48%
Economically Disadvantaged Students	15	742	742	739	0%	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	28	758	758	764	0%	*	*	*	*	68%	68%
Students with Disabilities	10	731	731	723	0%	*	*	*	*	20%	18%
Students without Disabilities	33	759	759	760	0%	*	*	*	*	70%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	43	753	753	755	0%	*	28%	*	*	58%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	759	759	760	*	*	*	42%	26%	68%	63%
White	36	752	752	768	*	*	*	*	*	61%	72%
Hispanic	11	763	763	746	0%	*	*	*	*	73%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	25	765	765	769	*	*	*	*	*	76%	72%
Male	28	754	754	752	*	*	*	*	*	61%	54%
Economically Disadvantaged Students	20	759	759	742	*	*	*	*	*	70%	44%
Non-Economically Disadvantaged Students	33	759	759	771	*	*	*	*	*	67%	73%
Students with Disabilities	13	708	708	721	*	*	*	*	*	*	22%
Students without Disabilities	40	776	776	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	53	759	759	762	*	*	*	42%	26%	68%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

2017-2018

**Report Key:**

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\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

## English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	751	751	759	*	*	36%	*	*	46%	60%
White	39	749	749	767	*	*	36%	*	*	44%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	22	752	752	768	*	*	*	*	*	45%	69%
Male	28	750	750	751	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	15	725	725	740	*	*	*	*	*	13%	42%
Non-Economically Disadvantaged Students	35	762	762	769	*	*	*	*	*	60%	71%
Students with Disabilities	13	705	705	719	*	*	*	*	*	*	19%
Students without Disabilities	37	767	767	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	50	751	751	761	*	*	36%	*	*	46%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

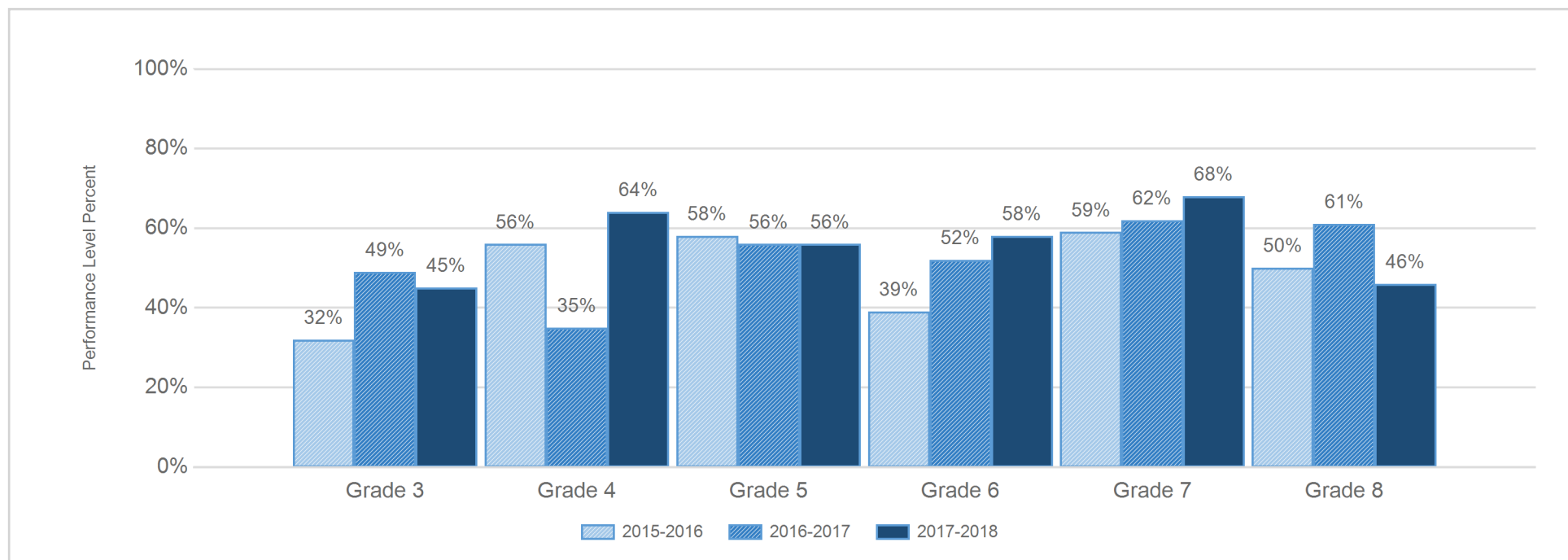
2017-2018

### Report Key:

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- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





**FRANKLIN ELEMENTARY SCHOOL**  
(37-1570-060)  
Grades Offered: PK-08  
2017-2018

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### Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	280	97.0	45.3	45.3	45.0	45.3	31.8	Met Target
White	210	97.7	48.6	48.6	54.1	48.6	33.4	Met Target
Hispanic	44	98.0	27.3	27.3	29.2	27.3	13.2	Met Target
Black or African American	12	88.9	41.6	41.6	23.4	37.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	138	96.0	44.2	44.2	46.0	44.2		
Male	142	98.0	46.4	46.4	43.9	46.4		
Economically Disadvantaged Students	93	98.1	25.8	25.8	26.6	25.8	29.7	Met Target†
Non-Economically Disadvantaged Students	187	96.4	55.0	55.0	55.9	55.0		
Students with Disabilities	74	96.3	10.8	10.8	17.1	10.8	9.4	Met Target
Students without Disabilities	206	97.3	57.7	57.7	50.5	57.7		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	280	97.0	45.3	45.3	46.9	45.3		
Homeless Students	12	94.1	33.3	33.3	17.3	46.5		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

2017-2018

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## Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	747	747	752	*	*	29%	*	*	46%	53%
White	37	756	756	760	*	*	*	*	*	59%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	25	744	744	752	*	*	*	*	*	48%	53%
Male	27	750	750	751	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	17	730	730	736	*	*	*	*	*	24%	35%
Non-Economically Disadvantaged Students	35	755	755	762	*	*	*	*	*	57%	66%
Students with Disabilities	13	716	716	730	*	*	*	*	*	*	29%
Students without Disabilities	39	757	757	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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2017-2018

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## Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	749	749	748	*	*	22%	*	*	58%	49%
White	35	747	747	755	*	*	*	*	*	54%	60%
Hispanic	12	757	757	737	*	*	*	*	*	67%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	30	750	750	748	*	*	*	*	*	57%	50%
Male	25	749	749	748	*	*	*	*	*	60%	49%
Economically Disadvantaged Students	20	727	727	733	*	*	*	*	*	30%	30%
Non-Economically Disadvantaged Students	35	762	762	758	*	*	*	*	*	74%	62%
Students with Disabilities	17	725	725	725	*	*	*	*	*	35%	22%
Students without Disabilities	38	760	760	753	*	*	*	*	*	68%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	55	749	749	750	*	*	22%	*	*	58%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	*	*	*	731	*	*	*	*	*	*	32%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	36	748	748	748	*	*	42%	50%	0%	50%	49%
White	31	748	748	756	*	*	39%	52%	0%	52%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	14	752	752	749	*	*	*	*	*	57%	50%
Male	22	745	745	747	*	*	*	*	*	45%	48%
Economically Disadvantaged Students	15	737	737	733	*	*	*	*	*	33%	29%
Non-Economically Disadvantaged Students	21	755	755	758	*	*	*	*	*	62%	62%
Students with Disabilities	10	728	728	726	*	*	*	*	*	10%	20%
Students without Disabilities	26	755	755	752	*	*	*	*	*	65%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	36	748	748	750	*	*	42%	50%	0%	50%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	740	740	744	*	*	47%	*	*	28%	44%
White	32	745	745	751	*	*	41%	*	*	38%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	28	739	739	745	*	*	*	*	*	29%	45%
Male	15	741	741	742	*	*	*	*	*	27%	42%
Economically Disadvantaged Students	15	727	727	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	28	747	747	753	*	*	*	*	*	*	56%
Students with Disabilities	10	717	717	717	*	*	*	*	*	10%	13%
Students without Disabilities	33	747	747	748	*	*	*	*	*	33%	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	43	740	740	745	*	*	47%	*	*	28%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



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(37-1570-060)

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2017-2018

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## Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	740	740	743	*	19%	36%	*	*	38%	43%
White	36	738	738	750	*	*	28%	*	*	39%	54%
Hispanic	11	739	739	732	*	*	*	*	*	27%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	25	737	737	745	*	*	*	*	*	28%	45%
Male	28	742	742	741	*	*	*	*	*	46%	42%
Economically Disadvantaged Students	20	730	730	730	*	*	*	*	*	25%	24%
Non-Economically Disadvantaged Students	33	746	746	751	*	*	*	*	*	45%	55%
Students with Disabilities	13	704	704	717	*	*	*	*	*	*	12%
Students without Disabilities	40	752	752	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	53	740	740	744	*	19%	36%	*	*	38%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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2017-2018

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## Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	720	720	728	34%	*	*	*	*	21%	28%
White	21	717	717	736	*	*	*	*	*	19%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	12	715	715	731	*	*	*	*	*	*	31%
Male	17	723	723	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	12	703	703	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	17	731	731	735	*	*	*	*	*	*	35%
Students with Disabilities	13	694	694	705	*	*	*	*	*	*	*
Students without Disabilities	16	740	740	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	29	720	720	729	34%	*	*	*	*	21%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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2017-2018

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† This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	21	763	763	746	0%	0%	*	*	*	81%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	N	N	N	730	N	N	N	N	N	N	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	10	761	761	748	0%	0%	*	*	*	90%	48%
Male	11	765	765	745	0%	0%	*	*	*	73%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	21	763	763	752	0%	0%	*	*	*	81%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	21	763	763	749	0%	0%	*	*	*	81%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



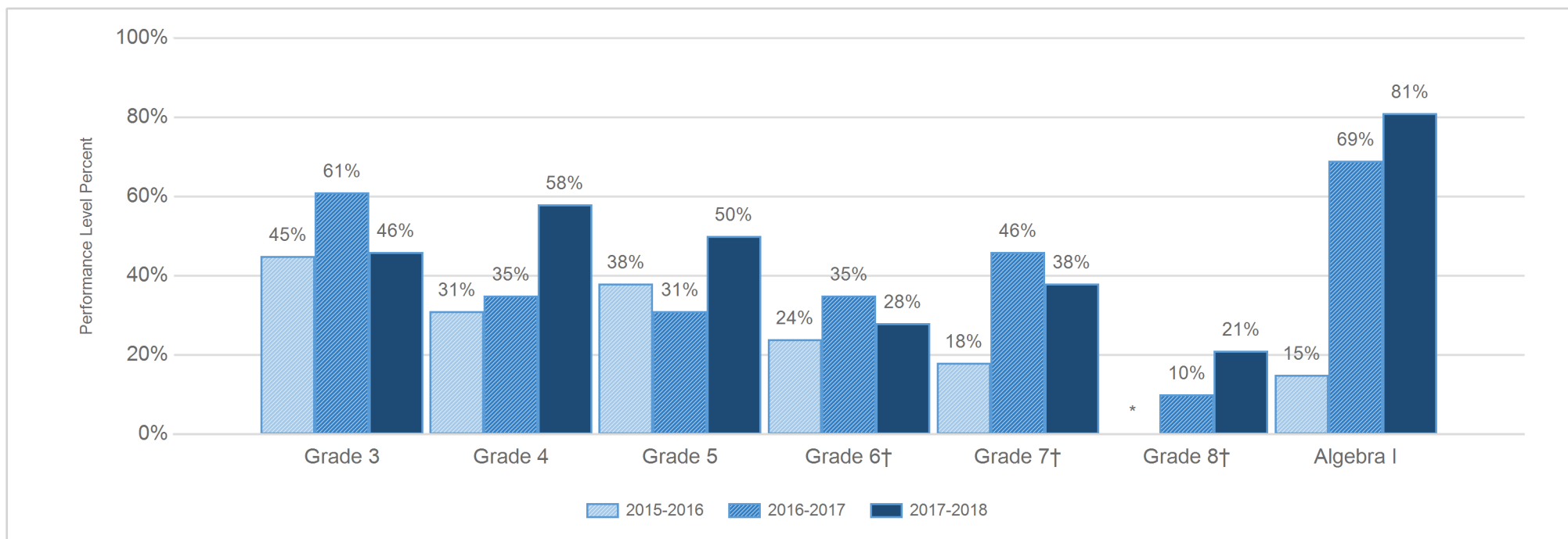
**FRANKLIN ELEMENTARY SCHOOL**  
(37-1570-060)  
Grades Offered: PK-08  
2017-2018

**Report Key:**

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- N** No Data is available to display
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

2017-2018

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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N
6	N	N
7	N	N
8	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

2017-2018

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

### NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	44
7	0	0	55
8	21	0	28
Total	21	0	127

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	43	0	0	0	0	0	0
7	51	0	0	0	0	0	0
8	47	0	0	0	0	0	0
Total	141	0	0	0	0	0	0



## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

2017-2018

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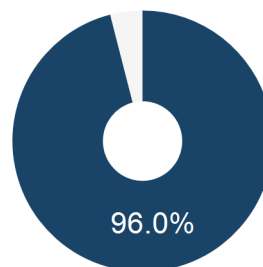
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## Visual and Performing Arts – Course Participation

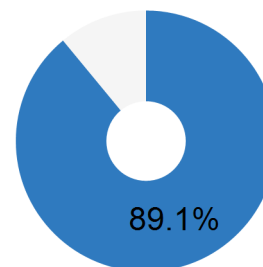
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

### Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

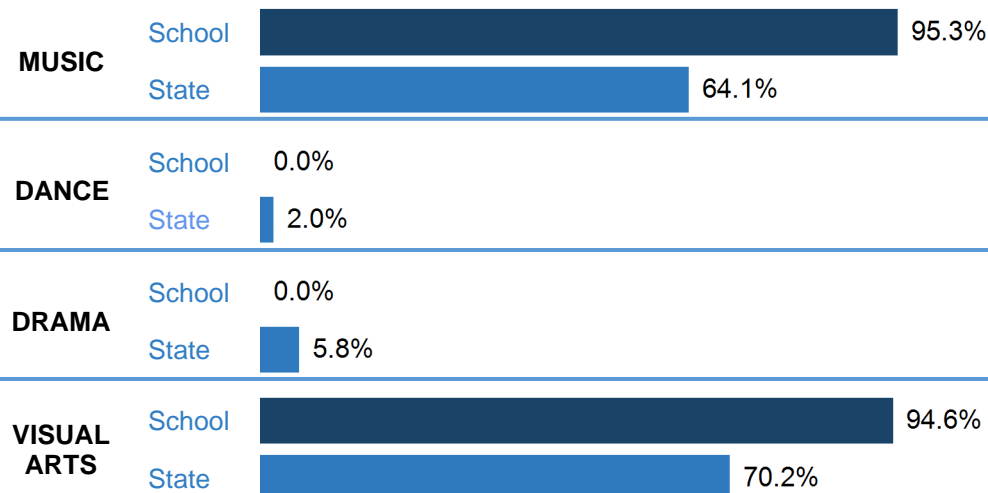


School



State

Students enrolled in one or more classes by discipline:





## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

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2017-2018

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

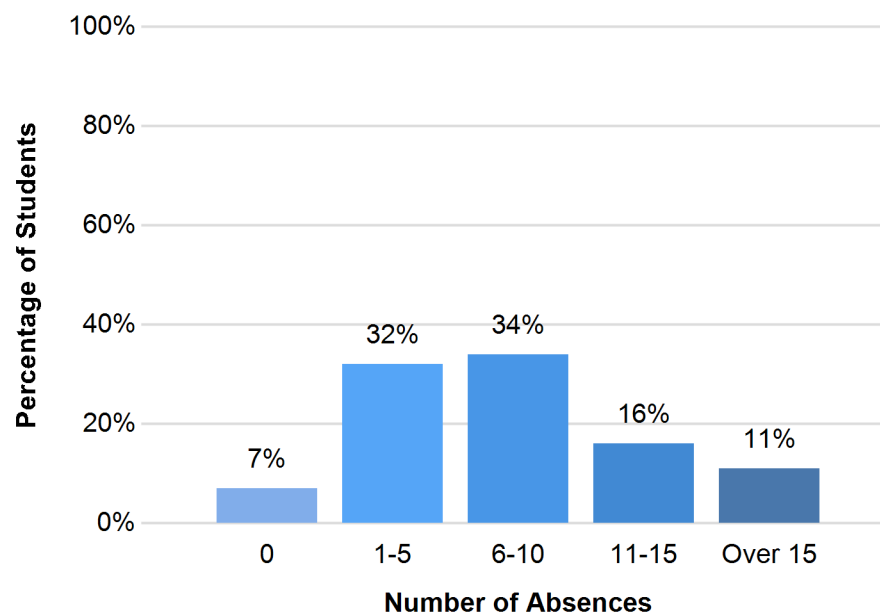
## Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	43	9.8	9.1	Not Met
White	30	9.1	9.1	Met
Hispanic	7	9.6	9.1	Not Met
Black or African American	4	19.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	30	17.2	9.1	Not Met
Students with Disabilities	15	15.6	9.1	Not Met
English Learners	N	N	N	N

## Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

2017-2018

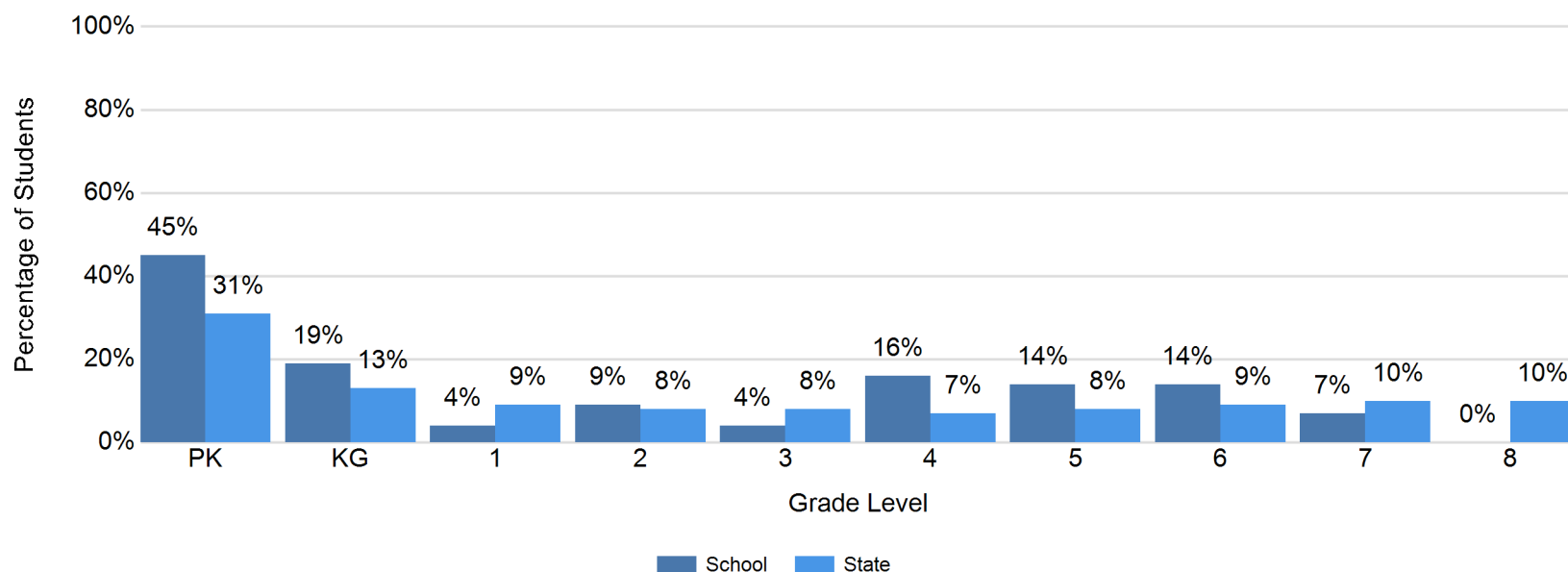
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## Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.87

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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## Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	1	3
No Identified Nature	2		2

## Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

## School Days Missed due to Out-of-School Suspensions

0



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## School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 35 Mins
Shared Time - Instructional Time	N

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.1:1

## Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$752	\$16,079	\$16,831



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

## Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	117,464
Average years experience in public schools	5.9	12.0
Average years experience in district	2.6	10.7
Teachers in district for 4 or more years	12.5%	75.5%

## Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	3	9,374
Average years experience in public schools	13.0	16.0
Average years experience in district	1.0	12.0
Administrators in district for 4 or more years	0.0%	76.2%

## Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	154:1	154:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		461:1
Students to Nurses		461:1
Students to Counselors		461:1
Students to Child Study Team		154:1



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## Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

## Bachelor's Degree



## Master's Degree



## Doctoral Degree



## Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.0%	90.2%
2016-17 Administrators: Same district 2017-18	50.0%	86.2%

## Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.1%



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**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	86.0%	33.3%
Male	14.0%	66.7%
White	98.0%	100.0%
Hispanic	2.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

### Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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## Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	39.16	17.5%
Mathematics Proficiency	34.06	17.5%
English Language Arts Growth	56.58	25.0%
Mathematics Growth	82.26	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	27.10	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	51.59	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	51.95	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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### Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	N	Not Met	No
White	46.88	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	63.35	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	48.92	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	42.86	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



### Highlights:

- FBS offers a competitive academic program infused with technology, supported by a 1:1 Chromebook initiative in grades 3-8. Additionally, students can explore the arts through several special classes.
- FBS believes in educating the whole child. Several elementary and middle school support groups are offered to help students navigate the pressures of school, peers and family relationships.
- FBS partners with families to ensure student success. A Parent Advisory Team meets bi-monthly to discuss ideas. Parents also engage in learning with their child at Literacy/Math/STEM nights.



### Mission, Vision, Theme:

At Franklin Borough School (FBS) we strive to provide the best possible educational experience for all students in a safe and nurturing environment where they are supported. It is our mission to develop lifelong learners who can contribute to the local community. It is our goal to develop problem solvers who can make intelligent choices and communicate effectively with others.



### Awards, Recognition, Accomplishments:

FBS's Enrichment/STEM program has been highly recognized for its achievements. A seventh grade team from our Design an App class was one of the few schools selected to present at the New Jersey School Board Convention as part of the STEAM Tank Challenge. Students in 6th, 7th and 8th grade participated in the national Future City Competition and placed 15th and 16th out of 80 teams. Additionally, the school placed 3rd in the fall and spring in the Walkill Valley Regional STEM League Competition. Each year, students in grades 4-8 participate in TREP\$.



## FRANKLIN ELEMENTARY SCHOOL

(37-1570-060)

Grades Offered: PK-08

2017-2018

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>FBS offers a comprehensive curriculum for preschool through 8th grade, which is aligned to the New Jersey Student Learning Standards. Franklin Borough School implements the following programs: High Scope, Reading Wonders, Go Math and Science Dimensions. Students in 6th - 8th grade take advanced math courses. FBS offers various Enrichment courses at all grade levels that are infused with technology and focus on STEM-based learning.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cheerleading (Coed), Field Hockey (Girls), Soccer (Coed)</p> <p>Franklin Borough School offers competitive athletic opportunities throughout the school year. Students in grades 5-8 have the opportunity to participate in soccer, field hockey, basketball and cheerleading. The school also offers the Girls on the Run and Hero Boys running clubs for students in grades 3-5.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Franklin Borough School offers the following clubs/activities: Knitting Club, Drama Club, AV Club, Yearbook Club, Art Club, Girls on the Run, Hero Boys, Teen Arts, Chorus, Band, PALS and Student Council. In addition to these activities, our chorus, band and art clubs participate in many events/competitions including: Sussex County Junior Honors Band/Chorus, Multi-District Band/Chorus, Teen Arts, winter and spring concerts, luncheon for senior citizens, holiday band/chorus performances at Shop Rite and holiday chorus performance at WSUS Radio.</p>



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### Before and After School Programs:

Before and after care is offered through the Sussex YMCA at the Franklin Borough School. Before care begins at 6:30 a.m and after care ends at 6:00 p.m. Franklin Borough School also partners with the community to offer the following programs at the school: Cub Scouts, Girl Scouts and recreational cheer and basketball.



### Staff and Professional Learning:

Teachers at Franklin Borough School are part of Professional Learning Communities and participate in professional development offered by the district as well as outside conferences and workshops. Staff members participate in various workshops offered such as: Google Apps for Education, math differentiation strategies, informational reading and research writing, brain-based learning, learning strategies for special education, and training for curricular programs.



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### Student Supports and Services:

Several support services are provided to bolster academic performance and enhance social-emotional well-being for all students. These include Intervention and Referral Services, Basic Skills Instruction, social skills groups, tutoring, and counseling. A full-time child study team oversees evaluation, identification, and program development for students requiring special education and related services (e. g. speech language, occupational therapy, physical therapy, and nursing services). To further support students, the school has a full-time guidance counselor and partners with the Center for Prevention & Counseling to provide students with drug prevention activities.



### Student Health and Wellness:

The health and wellness of students and the community are important to Franklin Borough School. The school offers an Optical Academy and Flu-shot clinic to staff, students, parents and the community. FBS also partners with the Franklin Forward Alliance to hold a Health and Wellness EXPO in the spring to highlight all of the resources available to the community. In addition to daily recess, students have an opportunity to develop their bodies and minds through our physical education program. Students in grades 5-8 attend physical education five days a week and students in grades K-4 attend four days a week.



### Parent and Community Involvement:

Partnering with parents is paramount to Franklin Borough School. Parents can access grades and student information through the OnCourse Connect Parent Portal available on the school website at [www.fboe.org](http://www.fboe.org). A Parent Advisory Team (PAT) and Parent Teacher Organization (PTO) is open to all parents/guardians. The PTO raises money to support learning and school activities including family events, dances, movie nights, holiday celebrations and assemblies. Parents are also invited to engage with their child at Literacy, Math and STEM nights as well as Family Fitness night. Classes for parents on parenting and Drug Awareness are also offered.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Franklin Borough School utilizes school climate surveys developed by the New Jersey Department of Education in collaboration with the Bloustein Center for Survey Research at Rutgers University. The school surveys parents, staff and students on the school climate to gather comprehensive and valid data on school conditions. This allows the school to focus attention on the quality of teacher-student relationships as well as peer relationships. Data gathered also identifies the school's strengths and areas of need to address school improvement goals.</p>
 <p>Facilities:</p>	<p>Franklin Borough School is one hundred three years old. The beautiful, historic building has three gymnasiums, a dedicated cafeteria, and an auditorium that seats seven hundred people. Recent renovations include the library, STEM Lab and new bleachers in the main gymnasium. Security updates include a keyless entry system for staff members, a security alarm monitoring company, the replacement of exterior doors and a new entry/exit process for all building occupants.</p>
 <p>School Safety:</p>	<p>Franklin Borough School recognizes the importance of creating a safe learning environment for students and staff members. The school works closely with the Franklin Borough Police Department regarding security procedures, and the police frequently patrol the inside and outside of the school. To ensure that all students and staff are well prepared in the event of an emergency, the school practices fire and other security drills monthly. During the school day, all exterior and interior doors are locked, and the school has only one point of entry. All guests entering the building must have an appointment, sign-in and wear a visitor lanyard. Additionally, the school is equipped with interior and exterior cameras to monitor school activity.</p>



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#### Early Childhood Education:

FBS offers a high quality early childhood program for preschool-3rd grade. The preschool program is designed for 3 and 4 year olds who qualify through Early Intervention Services. Students in the program are engaged in active learning by exploring materials through natural play as well as interacting with the environment, events and others. Teachers utilize the HighScope curriculum which focuses on supporting early learners as they make decisions, build academic skills, develop socially and emotionally, and become part of a classroom community. In K-3rd grade, students develop social and emotional skills as they experience learning through engagement, planning and problem-solving, exercising initiative and creativity. Students are engaged in language, literacy, mathematics, science, technology, and social studies programs that are aligned to the NJ Learning Standards. The K-3rd grade program also exposes students to enrichment classes, physical education, music, computers and art.



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Other Information:

Franklin Borough School is a preschool through 8th grade school. School hours are 7:55 a.m. - 2:30 p.m. with before care starting at 6:30 a.m. and after care ending at 6:00 p.m. Breakfast and lunch are served daily. The school day consists of nine forty-one minute periods. Students are offered music, art, library, PE, Spanish, computers and STEM/enrichment weekly. Please visit our website at [www.fboe.org](http://www.fboe.org) for current news regarding Franklin Borough School!